



## **Special Education Advisory Committee**

### **April 6, 2022, SEAC Meeting PTA/PTO Talking Points**

**Livestream Recording** <https://vimeo.com/696722974> (Presentation and Business Meeting)

**Presentation: Pathways to Graduation: Alternative Assessments & Diploma Options**

**Presenters:** Karen Berlin, M. Ed., BCBA, LBA, George Mason T-TAC  
Nykea Purnell, M. Ed., LCPS Special Education Supervisor  
Dr. Tracy Jackson, Supervisor, School Counseling Services  
Leigh Bennett, Supervisor, Assessment Services

#### **Business Meeting Agenda, 7:15 p.m.**

1. Welcome and Call to Order, Sharon Tropf, SEAC Chair
2. Public Comment
  - **Katie and Kylie Rivers**, Rock Ridge Theater program. 1<sup>st</sup> large production since 2019. Last production to ensure accessibility to community with special needs, young children, etc. Share Musical Theater with all populations. Production will be modified. Entry by donation only.
  - **Cara Baylus**, IEP meeting asked for a goal in low performance area but was denied because eligibility testing had not found deficiency in this area. Was told eligibility determined areas that can be addressed. Are these standards circulating widely in LCPS? Will be addressed by Dr. Nelson or Ms. Smith at our next meeting.

#### **Co-Teaching at Discovery Elementary team, Marissa Anderson, Michelle Warner, Kate Ford, Christi Query, Deborah Ragan and Lisa DiLorenzo**

- Emphasize love before learning, approach whole child instruction, Inclusion is an emphasis. Co-teaching helps succeed in this.
- Master Scheduling depends on needs of students and staff availability.
- Building Capacity, Professional Development, and must have availability.
- Support the Partnership, sometimes more than two people and may need help working with those personalities.
- Defined as two teachers, one special education and one general education, share planning, organization, and physical space.
- It is “We Teach” and “Our children”; Emphasis on “Fair is not equal”; NOT you teach, I teach; not pull out; not your children, my children
  - Co-Plan
  - Co-teach, whole or small group
  - Co-assess, formatives and assessments happen at the same time, groups, 1:1 whatever is needed
  - Co-reflect, assess how things went, analyze student response
- 4 models of Team Teaching
  - One teacher teaches, one supports
  - Parallel teaching, 2 different formats
  - Station teaching, both teachers have small groups and give differentiated instruction

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- Team teaching, both instructing with one another
- Diversity is celebrated, children don't know whose job is whose, they work equally with both teachers, same is true for parent relationships.
- Flexible and need to be collaborating all day.
- Promote independence and self-advocacy.
- Make sure all specialists in room are on the same page.
- Collect and analyze info all day.
- Feel that they can best address needs of all students from two people's perspectives
  - Flexibly group students not just based on whether they have an IEP
  - Two teachers collaborate and notice needs as they arrive
- More targeted instruction.
- More student engagement.
- More time on task, less wait time.
- More academic gains.
- Fewer disciplinary referrals due to extra eyes in the classroom.

**Eagle Ridge Middle School, Scott Phillips, Dave Barlock, Samantha Moed, Traci Wilson, Elizabeth Nelson**

- The Big Three (core staffing beliefs)
  - Limit team teacher to one grade level; sometimes can be difficult with staffing.
  - If teacher teachers self-contained, need common planning, and teach in inclusion classroom as well so self-contained mirrors experience.
  - Hire or develop certified math/reading specialists; it's essential that teacher can fill in for parent gaps when parents aren't familiar with curriculum.
- What does it look like?
  - One teaches, one supports: General Educator provides instruction, sped teacher supports or vice versa.
  - Parallel teaching: class is divided in two, you can switch roles at any time.
  - Alternative: large group instruction, gen ed teaching lesson, small group table with kids who require additional help regardless of 504 or IEP.
  - Station teaching: everyone mixed, everyone flows through.
  - Team teaching: two teachers work with all students together.
- What is the role of the general education teacher? This role flexible and can change, this allows for specialized learning, more student engagement.
- Role of Sped Teacher: flexible and can change, assess what the kids are learning and who, important to teach as one entity, see different teaching styles.
- How does Sped student access their services? Working to teach students about their services and accommodations, discuss as a team what is working, what is not.
- How is curriculum modified to meet student's unique needs? Materials provided through whatever medium the student requires, along with required accommodations.
- Data Collection: able to take in real time, use curriculum-based measurement, able to see trends and then act on changes.
- How are IEP goals monitored? Progress monitoring in ongoing, use data to show parents in IEP meetings progress for IEP development.

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- How does case manager interface with school team? It's important to put a good team together when designing master schedule, during resource time they should be connecting.
- Some teams don't work, some take time, some break up.
- Q&A
  - Send questions to SEAC Chair

### 3. Reports and Updates

#### a. SEAC Chair Report

- No changes to meeting minutes from March 2
- Updates to Website, things have moved:
  - Subcommittee
  - PTA talking points in new location
  - Public comment guidelines posted
  - SEAC bylaws posted
- Need a member to serve as SEAC representative on Career and Technical Advisory Committee
- Investigating
  - Students are being denied supports for after school activities.
  - IEE as a public expense, need to see updated guidelines once solidified.
  - Meaningful Inclusion, make sure it's across all levels.
  - Address escalating student behavior, see a need for direct supports and trained behavioral aides, there are injuries for teachers and students.
  - Team-Taught Teaching Model received variety of feedback mainly at Middle and High School where there are reports it is not working to support special education student needs.
- New Topics
  - Jennifer Sassano resignation letter. SEAC has received a lot of parent responses that they had experienced issues that she outlined. We will first look into teacher and student retention and safety.
  - Speech Therapy Services:
    1. Reports of services are being cut.
    2. Reports of eligibility being denied.
    3. Reports of using VDOE guidance to deny services.
    4. Community is questioning if LCPS is capping services.
  - Budget Reconciliation concerns, combining special education self-contained classrooms, CAST program at AOL, Learning Labs are currently funded by donations and should have same resources as general education programs, Virtual Loudoun for Elementary may be coming back through reconciliation process.
- a. SEAC Annual Awards
  - 130 nominations this year
  - June 1, 2022 at 6:30 p.m. in the auditorium at Riverside High School
  - Retractable Banner in Progress
- b. SEAC Annual Survey
  - Received feedback from Office of Special Education, Executive Committee will review.

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- Annual Report is forthcoming
- c. Quarterly Report to the School Board will be on April 26
- d. State SEAC Update:
  - Diploma options, there is a gap for students who are too high for VAAP but struggling to meet SOLs standards.
  - Special Education teacher retention concerns.
  - Vision needs, TVI and O&M need training. TVI teachers need to be fluent in braille.
  - Local SEAC Membership and Training, encourage local memberships to take PEATC training.
  - Region 4 is looking for region representatives
  - PEATC, increased number of calls regarding eligibility, transition.
  - Federal relief funding, importance of data to inform appropriate use of funds, extend from 2024-2026. Need to understand how LCPS is receiving special education funds and how they are used.
- b. Executive Committee
  - Meeting tonight at Clyde's to discuss: Annual rewards, next year's presentations, SEAC awards, SEAC reports
  - Two new members Lakshmi Raghavan and Elizabeth Bayard. Received new membership application today, 4 open memberships remaining.
  - 42 schools with PTO/PTA reps (95 needed), special education supervisors have been very helpful in trying to fill these gaps.
- c. Nominating Committee
  - Have not received any interest from membership, will accept nominations from the floor.
- d. Subcommittees
  - Policy 8220 Student Discipline Consequences, will be reviewed at Equity Committee tomorrow, will look at when meetings resume in the fall.
  - Specialized Program
    - Transition
    - Reading, it has been difficult to meet without Jennifer Sassano
- 4. Liaison Reports
  - a. Parent Resource Services, last workshop of year, it is brand new, "How parents can help students launch into life" April 28, 6:30-8, also sign up for transition university (PEATC training), registration is now open. [Registration Link](#).
  - b. School Board Liaison, Mr. Hoyler is out of town and unable to give a report.
  - c. Office of Special Education and the Department of Student Services
    - a. Team Teaching Model Framework (moved earlier)
    - b. Dr. Nelson, Special Education Director
      - It is Autism Acceptance Month.

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- There was a special training on March 31<sup>st</sup> regarding reading resources to support students at home.
  - Lansdowne Resort and Spa was honored with the Full Accessibility and Inclusion Moving toward Equity (FAIME) Award from Loudoun County Disability Services Board for their support of an innovative LCPS program.
  - They have recently had an opportunity to visit school programs and appreciate support from teachers and staff.
- c. Dr. Jones, Assistant Superintendent of Student Services
- Expressed appreciation to schools that shared about team teaching and Karen from TTAC.
  - It's a tough year for the budget, but they are not cutting sped teachers or programs. Staffing is driven by enrollment, and LCPS has a robust staffing ratio, it has not changed. We are working very closely with schools to build budget to accommodate. She is happy to answer questions.
  - Supports cohort to build pipeline into Sped teachers.
  - Sharon asked if she could speak about reconciliation at May meeting and Dr. Jones agreed.
  - Department of Student Services [March Communiqué](#)
5. Old Business, none
6. New Business
- SEAC will partake in division wide equity statement during May 4<sup>th</sup> meeting
7. Adjourn

**SEAC Leadership:**

SEAC Chair	Sharon Tropf	<a href="mailto:SEACChair@lcps.org">SEACChair@lcps.org</a>
SEAC Vice Chair Planning	Shehnaz Khan	<a href="mailto:SEACViceChairPlanning@lcps.org">SEACViceChairPlanning@lcps.org</a>
SEAC Vice Chair Membership	Heidi Bunkua	<a href="mailto:SEACViceChairMembership@lcps.org">SEACViceChairMembership@lcps.org</a>
SEAC Vice Chair Communications	Craig Metz	<a href="mailto:SEACViceChairCommunications@lcps.org">SEACViceChairCommunications@lcps.org</a>
SEAC Secretary	Kathryn Rosenbrook	<a href="mailto:SEACSecretary@lcps.org">SEACSecretary@lcps.org</a>

**SEAC Liaisons:**

LCPS Staff Liaison, Director	Patricia Nelson	<a href="mailto:Patricia.d.Nelson@lcps.org">Patricia.d.Nelson@lcps.org</a>
School Board Liaison	Andrew Hoyler	<a href="mailto:Andrew.Hoyler@lcps.org">Andrew.Hoyler@lcps.org</a>
School Board Liaison, Alternate	Atoosa Reaser	<a href="mailto:Atoosa.Reaser@lcps.org">Atoosa.Reaser@lcps.org</a>

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